



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: Visual & Performing Arts

COURSE: 3D Art, Grade 8

Curriculum Development Timeline

School: Township of Ocean Intermediate School

Course: 3D Art, Grade 8

Department: Visual and Performing Art

Board Approval	Supervisor	Notes
August 2018	Valerie Sorce	New Course Name
March 2019	Valerie Sorce	Review
August 2019	Valerie Sorce	Review
August 2022	Derek Tranchina	Alignment to New Standards and Incorporate State Mandates

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Township of Ocean Pacing Guide	
Week	Marking Period 1
1	Unit 1: Create 3D Art
2	Unit 1: Create 3D Art
3	Unit 1: Create 3D Art
4	Unit 1: Create 3D Art
5	Unit 2: Present 3D Art
6	Unit 2: Present 3D Art
7	Unit 2: Present 3D Art
8	Unit 3: Respond and Connect to 3D Art
9	Unit 3: Respond and Connect to 3D Art
10	Unit 3: Respond and Connect to 3D Art
Week	Marking Period 2
11	Apply and review concepts units 1, 2, 3
12	Apply and review concepts units 1, 2, 3
13	Apply and review concepts units 1, 2, 3
14	Apply and review concepts units 1, 2, 3
15	Apply and review concepts units 1, 2, 3
16	Apply and review concepts units 1, 2, 3
17	Apply and review concepts units 1, 2, 3
18	Apply and review concepts units 1, 2, 3
19	Apply and review concepts units 1, 2, 3

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20	Apply and review concepts units 1, 2, 3
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Climate Change: Unit 3

Core Instructional & Supplemental Materials including various levels of Texts
<p>Teacher-created presentations, online databases, visual art periodicals (i.e. Scholastic Art magazine), leveled tutorial/technique demonstrations & videos, and various teacher-curated arts texts that support the curriculum.</p> <p>Exemplar online resources to enhance a curriculum that represents diverse learners and recognizes artistic contributions from myriad types of artists to highlight diversity, equity and inclusion:</p> <p>Google Arts and Culture (interactive digital images of art pieces and museum exhibits)</p> <p>The Art of Education (visual arts education curriculum, advocacy, differentiation, climate change, diversity and equity, classroom management strategies and resources)</p> <p>National Art Education Association (professional resources for research and integration of contemporary topics in art education)</p> <p>The Kennedy Center (digital arts education resource library and lesson plans to bolster multi-learning platforms and settings)</p>

Time Frame	4 weeks, ongoing
Topic	
Unit 1: Creating 3D Art	
Alignment to Standards	
<ul style="list-style-type: none"> ● 1.5.8.Cr1a: Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media. ● 1.5.8.Cr1b: Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design. ● 1.5.8.Cr2a: Demonstrate persistence and willingness to experiment and take risks during the artistic process. ● 1.5.8.Cr2b: Demonstrate an awareness of ethical responsibility as applied to artmaking including environmental implications, responsibility in sharing images online, appropriation, and intellectual property ethics. ● 1.5.8.Cr2c: Apply, organize and strategize methods for design and redesign of objects, places, systems, images and words to clearly communicate information to a diverse audience. ● 1.5.8.Cr3a: Use criteria to examine, reflect on and plan revisions for a work of art, and create an artistic statement. 	

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Learning Objectives and Activities

The 3D Artist will understand:

Creativity and innovative thinking are essential life skills that can be developed through artistic investigations, experimentation, exploration of design and sustained artmaking practices. Artists create and interact with objects, places, and design that define, shape, enhance, and empower their lives.

The 3D Artist can provide meaningful responses to these questions:

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How does collaboration expand the creative process?
- How do artists and designers learn from trial and error?
- What responsibilities come with the freedom to create?
- How do artists and designers create works of art or design that effectively communicate?
- What role does persistence play in revising, refining and developing work?

The 3D Artist can:

- Conceive, develop, and refine artistic works that communicate personal and universal ideas.
- Engage in artist/teacher-directed and self-directed identification and exploration of media skills and techniques to accomplish a variety of design solutions.
- Experiment with myriad medium/media choices to exercise skillful and intentional application of color, tone and texture to represent 3D forms on a 2D surface.
- Employ color schemes (e.g. Complementary, Analogous, Monochromatic, Triadic, etc.) to convey symbolism in a 3D work of art.
- Construct 3D works with traditional and contemporary tools, materials and methods of attachment that are: freestanding, kinetic, representational, figurative, functional, decorative, abstract, and/or non-objective.
- Explore traditional and contemporary sculpture making methods and techniques such as: subtractive, additive, assemblage, relief, sculpture-in-the-round, and/or site-specific installations.
- Create personally meaningful 3D works that apply appropriate skills, techniques and media to communicate well-researched and developed ideas.
- Individually and collaboratively shape artistic investigations using traditional and/or contemporary practices of artmaking and design.
- The Elements of Art and Principles of Design govern the creation of works of visual art.
- Synthesize skills, media, methods, and technologies appropriate to creating works of visual art.
- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.

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Assessments

Formative:

- In-process Research and Idea Development;
- Visual Journal Exercises;
- Station Skill-Building Exercises & Experiments;
- Self assessment with criteria-based rubrics;
- Artist Statements;
- Exhibition Narratives;
- Guided Discussions;
- Individual and Corporate Critiques;
- Google Classroom Posts;
- Visible Thinking Routines

Summative:

- Unit artmaking in-process and finished products

Alternative:

- Digital Portfolio

Interdisciplinary Connections

Language Arts

Students develop mastery of Speaking and Listening skills through activities aligned with **LA.8.SL.8.1** which states that students will engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.Cl.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3)
- 9.4.8.Cl.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.Cl.4: Explore the role of creativity and innovation in career pathways and industries.

Technology Integration

Students develop mastery of technology skills and will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students work on these skills through ongoing decision making with regard to using digital tools such as those in the Google suite of apps (docs, sheets, forms, slides, Classroom) as well as using the internet to access information. Students work independently and collaboratively on a daily basis.

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9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will utilize the internet and online databases to conduct research.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

- Students will use Google Slides to curate a digital portfolio demonstrating their learning, growth and reflection throughout the course.

Career Education

CRP.1 Students act as responsible and contributing citizens and employees as they work on activities and projects in collaboration with their peers to set and accomplish a goal.

CRP.2 Students apply appropriate academic and technical skills to produce works of art that demonstrate mastery of visual art standards.

CRP.4 Students communicate clearly and effectively and with reason during academic conversations in various contexts and for various purposes, i.e. artist statement, critique, etc.

CRP.6 Students demonstrate creativity and innovation in choice of media and application of skill in creating 3D works of art.

CRP.8 Students utilize critical thinking to make sense of problems and persevere in solving them when learning about the role of persistence in revising, refining, and developing artwork.

CRP.11 Students use technology to enhance productivity in all aspects of the process of planning, producing, and presenting artwork.

Time Frame	3 weeks, ongoing
Topic	
Unit 2: Present 3D Art	
Alignment to Standards	
1.5.8.Pr4a: Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion.	
1.5.8.Pr5a: Individually or collaboratively prepare and present theme-based artwork for display and formulate exhibition narratives.	
1.5.8.Pr6a: Analyze how exhibitions in different venues communicate meaning and influence ideas, beliefs and experiences.	

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COURSE: 3D Art, Grade 8

Learning Objectives and Activities

The 3D Artist will understand:

Artists and curators actively engage in preparing, refining, analyzing, and preserving works for presentation.

The 3D Artist can provide meaningful responses to these questions:

- What criteria are considered when selecting work for presentation, a portfolio or a collection?
- Why do people value objects, artifacts, and artworks, and select them for presentation?
- How does refining artwork affect its meaning to the viewer?
- How does the presenting and sharing of objects, artifacts and artworks influence and shape ideas, beliefs and experiences?

The 3D Artist can:

- Interpret and share artistic work.
- Inspire and influence viewers.
- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.

Assessments

Formative:

- In-process Research and Idea Development;
- Visual Journal Exercises;
- Station Skill-Building Exercises & Experiments;
- Self assessment with criteria-based rubrics;
- Artist Statements;
- Exhibition Narratives;
- Guided Discussions;
- Individual and Corporate Critiques;
- Google Classroom Posts;
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Summative:

- Unit artmaking in-process and finished products

Alternative:

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Interdisciplinary Connections

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Language Arts

In this unit, students develop mastery of **LA.8.W.8.2** by writing informative/explanatory texts across modalities that examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Students present work in various contexts.

Career Readiness, Life Literacies, and Key Skills

- 9.4.8.CI.2: Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3)
- 9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.

Technology Integration

Students develop mastery of technology skills and will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. Students work on these skills through ongoing decision making with regard to using digital tools such as those in the Google suite of apps (docs, sheets, forms, slides, Classroom) as well as using the internet to access information. Students work independently and collaboratively on a daily basis.

9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).

- Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
- Students will utilize the internet and online databases to conduct research.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

- Students will use Google Slides to curate a digital portfolio demonstrating their learning, growth and reflection throughout the course.

Career Education

CRP.1 Students act as responsible and contributing citizens and employees by creating, participating in and observing group presentations.

CRP.2 Students apply appropriate academic and technical skills to produce works of art that demonstrate mastery of visual art standards.

CRP.4 Students communicate clearly and effectively and with reason during academic conversations in various contexts and for various purposes i.e. artist statement, critique, etc.

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Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. Students present their work for critique and critique their peers' work.

CRP.11 Students use technology to enhance productivity in all aspects of the process of planning, producing, and presenting artwork.

Time Frame	3 weeks, ongoing
Topic	
Unit 3: Respond and Connect to 3D Art	
Alignment to Standards	
<ul style="list-style-type: none"> • 1.5.8.Re7a: Explain how a person's aesthetic choices are influenced by culture and environment, and how they impact the way in which visual messages are perceived and conveyed. • 1.5.8.Re7b: Compare and contrast cultural and social contexts of visual arts and how they influence ideas and emotions. • 1.5.8.Re8a: Interpret art by analyzing how the interaction of subject matter, characteristics of form and structure, use of media, art making approaches, and relevant contextual information contributes to understanding messages or ideas and mood conveyed. • 1.5.8.Re9a: Create a convincing and logical argument to support an evaluation of art. Explain the difference between personal and established criteria for evaluating artwork. 1.5.8.Cn10a: Generate ideas to make art individually or collaboratively to positively reflect a group's identity. • 1.5.8.Cn11a: Analyze and contrast how art forms are used to represent, establish, reinforce and reflect group identity and culture. • 1.5.8.Cn11b: Analyze and contrast how art forms are used to reflect global issues, including climate change. 	
Learning Objectives and Activities	
<p>The 3D Artist will understand:</p> <p>Individual aesthetic and empathetic awareness developed through art criticism can lead to understanding and appreciation of self, others, the natural world, and constructed environments.</p> <p>Through artmaking and art analysis people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.</p> <p>The 3D Artist can provide meaningful responses to these questions:</p> <ul style="list-style-type: none"> • How do life experiences influence the way you relate to art? • Where and how do we encounter images in our world? 	

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- What is the value of engaging in the process of art criticism?
- How can the viewer "read" a work of art as text?
- How is a personal preference different from a criteria-driven evaluation?
- How do people contribute understanding of their lives and the lives of their communities through artmaking?
- How does art help us understand the lives of people of different times, places and cultures? How is art used to impact the views of a society?
- How does art preserve aspects of life?

The 3D Artist can:

- Understand and evaluate how the arts convey meaning
- Utilize effective art criticism tools such as: Visible Thinking Routines, Visual Thinking Strategies, the Feldman Method, etc., to practice visual literacy and fluency.
- Explain how a person's aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.
- Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, style, and use of media to identify ideas and mood conveyed.
- Create a convincing and logical argument to support an evaluation of art.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Relate artistic ideas and work with personal meaning and external context.
- Make and analyze art individually and collaboratively to explore and reinforce universal human themes.
- Identify connections between personal ideas and work and those of other artists, both peer and professional.
- Extract meaning from the works of others in order to enrich personal artistic processes and works.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical contexts to deepen understanding.

Assessments

Formative:

- In-process Research and Idea Development;
- Visual Journal Exercises;
- Station Skill-Building Exercises & Experiments;
- Self assessment with criteria-based rubrics;
- Artist Statements;
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- Individual and Corporate Critiques;
- Google Classroom Posts;
- Visible Thinking Routines

Summative:

- Unit artmaking in-process and finished products

Alternative:

- Digital Portfolio

Interdisciplinary Connections

Students will develop mastery of **LA.8.W.8.4** by producing clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

Students will develop mastery of **LA.8.W.8.7** when conducting short research projects to answer questions about art, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Students will develop mastery of **LA.8.W.8.8** during art based research projects by gathering relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Students will develop mastery of LA.8.SL.8.1 by engaging effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners when responding and connecting to art.

Social Studies

Students will develop mastery of SOC.6.2.8 which states that all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Career Readiness, Life Literacies, and Key Skills

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Technology Integration

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Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary

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- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed

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- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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